DOCUMENT RESUME

ED 230 676 CE 035 898

AUTHOR McDonald, Bruce A.
TITLE VES 490--Readings. Student Manual.
INSTITUTION Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE Jul 82
NOTE 37p.; For related documents, see CE 035 897-902.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Citations (References); *Content Area Reading; Content Area Writing; *Course Content; Course Objectives; Critical Reading; Higher Education; *Independent Study; Majors (Students); Performance Contracts; Reading Assignments, Research Projects; Student Evaluation; Student Projects; *Student Research; Study Guides; *Vocational Education; Writing Instruction
IDENTIFIERS *Southern Illinois University Carbondale

ABSTRACT

This manual provides information needed by students taking independent study courses (readings) in agricultural education, business education, home economics education, industrial education, or health occupations education as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. The objectives of the course are to increase the students' ability to locate research materials and to prepare lucid written reports. The first part of the manual consists of a description of the course and directions for completing it. Sections are included on course objectives; performance contracting; evaluation and grading; planning; the search process; reading and writing articles, book reviews, book reports, and Educational Resources Information Center (ERIC) documents; and documentation (written contracts, written reports, and activities logs). The second part of the manual consists of eight appendixes that provide materials for use in the course, including sample contracts, 12 suggested article topics and suggested approaches, the SQ3R reading process, reference citations using the American Psychological Association (APA) format, report writing tips, sample article reports, sample book reviews, and sample activities log entries. Blank contract forms and activities log sheets also are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230676

VES 490

READINGS

STUDENT MANUAL

Department of Vocational Education Studies
College of Education
Southern Illinois University at Carbondale
July 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B M Dowd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 035 898

VES 490 - READINGS

Catalog description:

> VES 490 (1 to 4 credits) Readings. Supervised reading for qualified students. (a) Agricultural education. (b) Business education. (c) Home economics education. (d) Industrial education. (e) Health occupations education. Prerequisite: consent of instructor and coordinator of program.

People who complete a bachelor's degree are often heard to say that although they don't know all the answers, at least they have learned how and where to look for some of them. This course is intended to help you learn where to look for answers in occupational education. During the next four months, you will become familiar with sources of information and ideas in periodicals, professional books and original documents available from the Educational Resources Information Center (ERIC).

People with bachelor's degrees are expected to have not only special knowledges and skills, but also ability to communicate them in writing. Therefore, this course is also intended to help you communicate your thoughts in writing.

Put another way, the goals of this course are to help you read and write intelligently about your special field, occupational education. The specific objectives of this course are to:

1. Develop greater breadth of knowledge about programs, trends, needs, legislation, developments, and principles of occupational education.

2. Distinguish between various vocational education periodicals, books, and documents, in terms of content, depth of treatment, and approach.

3. Use one of the standard methods for citing sources of information, i.e., the American Psychological Association (APA) method.

4. Analyze and summarize content and values of articles, books, and reports. Compose logical, lucid, and concise personal reactions to them.

5. Prepare written reports which demonstrate correct style, language, and format.

The Contracting Process

At the beginning of the term, you should consider the type of reading in which you are interested. You could, for example, stick to one type of material such as periodicals, books, or ERIC documents. Or, you could contract to read some of each. It is important that you plan where you will do your reading before you begin, because you must prepare a written contract for the amount and type of reading and writing you will do to earn the credits for which you are registered.

Several sample contracts are shown in Appendix A. These contracts illustrate how the forms should be prepared. Note that they should be typed, but that the instructor's comments will typically be handwritten. The contract form, Independent Study Variable Credit Contract, consists of two sheets of paper. Your instructor will keep the original and you will keep the pink, second copy. A blank contract is provided in this manual.

You may contract to earn one to four credits in a single term. The number and types of reading and reports you undertake will determine how many credits you will earn. As a rule of thumb, you could plan to read and prepare reports at the rate of two per credit. That is, you might decide to read and report on four articles and two books for a total of three credits, or, two articles, three books, and three ERIC documents for a total of four credits.

The Evaluation and Grading Process

As shown by the comments in the sample contract forms, your grade will be an average of the grades for all the reports you submit. Appreciate that report writing is a learned skill. You will probably receive lower grades for early efforts than for later ones. Evaluation and grading should occur as follows:

1. After you have written, edited, and rewritten a report several times, you will feel that you cannot improve it. Take it to the SIUC office.

2. Your report will be evaluated in terms of what you said and how well you said it. The content of your summary of a periodical article, for example, (and thus, indirectly, the content of the article you selected) will be considered in determination of a grade. That is, an article containing meaningful information is worth more than a superficial one on the same topic.

3. Normally, your reports will be evaluated and graded and made available for you to pick up within a week. The report will have a letter grade and marginal comments, explaining what was right or wrong about your report. If you do not understand the comments, you ask the instructor for further explanation and suggestions.

4. Because writing requires practice, you may improve a grade for a report by rewriting and resubmitting it. You may do this one time per report.

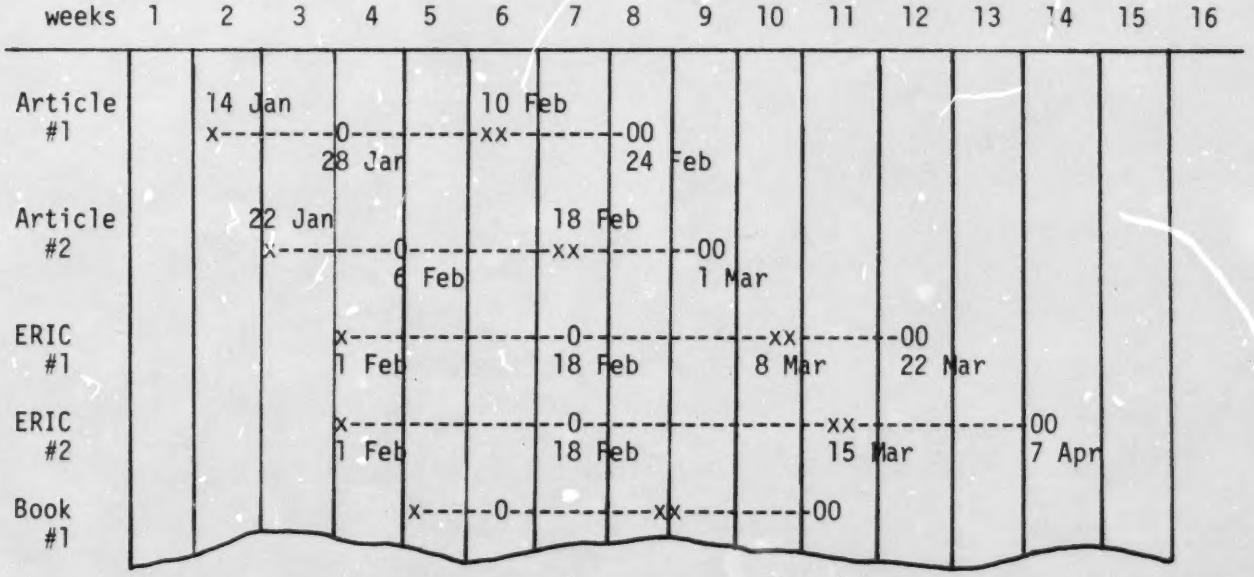
5. Submit only one copy of your reports. A photocopy will be made after it is evaluated and graded. The photocopy will be retained and the original will be returned to you. Occasionally, for whatever reasons, students copy other's work. Copied work will be graded "F".

6. The review dates you enter in the contract are intended to help you pace your work during the term. It is important that you begin working immediately so you don't fall behind. It is very difficult to make up an incomplete grade for an independent study course.

The Planning Process:

Like other independent study courses, Readings requires much more self-discipline and attention to time than does a regular classroom course. It is essential that you develop a schedule on paper to help you pace your efforts. Several factors will affect the plan. First, you may be taking other courses at the same time. Periodically, they may require peak effort. You should plan around such times. Second, availability of material will affect how quickly you can begin to read and write. ERIC documents may require several weeks to locate and obtain, or, you may have to skim a large number of articles to locate one you would like to analyze. Third, things seem to take longer than they should. Job requirements, family responsibilities, etc. make demands on your time. Budget at least twice as much time as you might require under ideal circumstances.

One way to develop a plan is to flow chart activities. This sample illustrates how time frames and activities might be organized:



x-Begin to look for materials
O-Begin to read materials
xx-Begin to write report
OO-Review date by instructor

As you plan your reading efforts prior to developing the contract, you should consider the following:

1. Reading articles will increase your breadth of knowledge about a specific subject and about the types of periodicals available to vocational educators. Articles tend to deal with issues of current concern to governments, professional organizations, administrators, instructors, business and industry. Selecting suitable articles requires you to skim a large number of articles. Consequently, you will become familiar with many issues and publications.

2. Books may increase either your breadth of knowledge about various subjects or your depth of knowledge about single subjects, depending on how you approach them. If you are casually interested in a book or a subject, you might do a book review. A four-page book report requires analysis of the content and approach taken by an author(s), but will not result in detailed learning. A book report will earn a half credit. Studying a book with the intent of learning the content and increasing your depth of knowledge about a subject is different. The report would be more extensive and would earn a whole credit.

3. Like books, ERIC documents may be read either to increase your depth or breadth of knowledge. ERIC documents are not copyrighted. ERIC contains a wide range of materials, including curriculum materials, reports of conferences, research reports, etc. If you have immediate access to ERIC microfiche, the process of locating suitable or interesting materials is easy. If you must send for the microfiche, more time will be required and you should show extra time in your contract. You may earn either a half-credit for a review or a whole credit for a complete in-depth analysis of a specific document.

The Search Process:

Generally, there are two sources of materials--libraries and your instructor. If your instructor has suitable materials, you will save on search time but might not learn to find materials, which is one of the objectives of this course.

There are two primary ways to locate library materials, browsing and using indexing systems. Each has advantages. Browsing may require more time, but if you do not have a specific topic in mind, it may lead you through a variety of interesting materials to ones which are most appropriate to your interests. If you have a topic in mind, you would be advised to use one or more indexing systems.

The two best sources of articles are the Educational Index and the Current Index to Journals in Education (CIJE). Using such indexes is more direct because you locate articles about specific topics quickly and surely. However, you may also be lead to popular magazine articles in periodicals such as Time or Newsweek. You should not use articles in popular magazines. Restrict your efforts to professional education and training publications. Appendix B provides a list of suggested topic areas which may help you identify articles of interest.

The library catalog system is the most convenient method of locating books on a particular subject. Normally, you would use the subject file, but if you wish to read a book by a particular author, you might use the author file or the title file.

ERIC documents are listed and described in two indexes. (1) All ERIC documents are reported in monthly and annual issues of Resources in Education (RIE). RIE includes all aspects of education, including such specific areas as testing, language, reading, etc. (2) Resources in Vocational Education (RIVE) is published semi-monthly and annually and only contains references to vocational and technical education. Both publications include subject and author indexes and abstracts of documents. Once you identify a desired document, you can obtain a copy on loan from the library or by ordering it from ERIC at the Ohio State University, Columbus, Ohio. Normally, ERIC materials are on microfiche, but you can order hardcopy from ERIC.

The Reading and Writing Process:

When you read articles, books or ERIC documents, you will be more efficient and effective if you have a system. Appendix C contains advice about studying textbooks. Many of the suggestions will improve the reading you must do for any course.

You will use a standard system for citing articles, books or ERIC documents. The system, referred to as the APA format, is described fully in the Publication Manual of the American Psychological Association, Second Edition. For your convenience, sample entries for the most common types of articles, books and ERIC documents are shown in Appendix D. Each time you prepare a report you should be careful to use the correct format.

Appendix E offers some general tips, serious and humorous, for writing reports. Specific advice for reading and writing about articles and books follows:

1. Articles:

   After you locate several articles which deal with a topic, read them and pick the one which is best for your report. You will read many to which you simply don't have reactions. It is best not to report on articles if you don't have a sense of how to analyze and summarize them. It is well to continue looking until you locate articles which interest you.

   When you have identified an article with which you feel comfortable, begin the process of writing the review. Begin by taking notes from the article. Here are two ways to go about it:

   a. Read the article as many times as necessary to fully understand the author's position, and then make notes so you can write a summary of the article. This process causes you to learn to condense information to its basic message.

b. Work away from the library. If a photocopy machine is available, make a copy of the article, underline or highlight the main points and use them for writing a summary. This is the easiest way, but it often results in a sketchy report consisting of key phrases. Your reports must have more substance.

Note: Some libraries allow you to sign magazines out overnight. Don't give in to the temptation to "borrow" a periodical without signing it out. This prevents other students from making good progress, hurts the SIUC program, and thus, hurts you.

Before leaving the library, be sure you have the information you will need to cite the article. Appendix D shows the information you need.

Before beginning to develop your report, examine the sample article reports in Appendix F. Note that each report is two pages long, and that each page contains specific information.

a. Page one contains your name, the date, a citation, and a summary of the article. The summary should include the main points which the author considered significant to the development of the article. It must be complete on the first page of your report. If it extends to the second page, the report will not be accepted. Those who say that a particular article cannot be summarized on one page are guilty of abridging the article rather than summarizing it.

b. Page two contains your personal reaction to the article. It should describe the significance of the article to you, including what it meant to you and how it applies to you. Be careful not to ramble on with more information about the article on this page. Do not explain what the article is about--explain what you think about it.

Typically, the summary page will be written in a more formal style than the reaction page.

2. Book Reviews and Book Reports:

Generally, a book review is four pages long and earns one-half credit and a book report is much longer and earns one credit.

A sample book review is shown in Appendix G. Note that each page consists of one component, and the four pages contain four components:

a. Purpose. The first page deals with why the author wrote the book. How is it a unique treatment of the subject? For whom was it intended?

b. Scope. The second page deals with the organization of information and identifies the significant points of each unit.

c. Criticism. Page three includes your judgement of where the book is unclear, is not developed well, and how it could be improved.

d. Use. The final page answers the question: what are the appropriate uses for this information, and who can most benefit from using this book?

A book report requires an in-depth analysis of a book. Each chapter in the book is summarized on a single page of the report. In addition, a lead page overviews the book and the four questions for the book review are each treated in a short paragraph. Thus, a book report for a book of ten chapters would require eleven pages; the first introduces the book and each following page summarizes a chapter.

Reading for book reviews is different from reading for book reports. To read for a book review, you should read the book thoroughly the first time, put us aside for a day or two, and then skim through it, making notes for each of the four pages/components of the review. Reading for the book report should be more thorough. The recommended procedure is similar to that described in Appendix C.

Book reports and book reviews should be written in a formal style.

3. ERIC Documents:

RIE includes abstracts of materials such as research reports, curriculum guides, program descriptions, and state-of-the-art descriptions, all of which are appropriate to this course. Because ERIC documents have a wide variety of formats, no single report format is appropriate. You should use judgement to determine an appropriate format. You may use the two-page article format, the four-page review format, or the multi-page book report format. Credit for reports will be given in the same manner as for articles or books.

All reports must be typed, double-spaced, on 8 1/2 x 11 paper. The left margins should be 1 1/2 inches and the right and bottom margins should be one inch. The top margin for the article report should be one inch. For the book review and book report, it should be 1 1/2 inch.

The Documentation Process:

There are three parts to documentation for independent study course in the Department of Vocational Education Studies. First, there is a need to make a written contract which describes the work to be done and is agreed to by the student and the instructor. Second, written reports are handed in for criticism and grading. Third, an activities log is kept. The log describes everything the student does. It includes every interaction between the student and instructor and all the time a student spends reading, researching, or writing. A sample log is shown in Appendix H.

You should maintain a log of activities in this course and submit it to your instructor as evidence of your effort at the end of the term. Blank log sheets are included in the back of this manual.

APPENDICES

Appendix A - Sample Contracts

Three sample contracts illustrate how to prepare the Independent Study Variable Credit Contract forms for this course. The samples also include effort in the VES 398 course which is being taken in the same term.

Appendix B - Suggested Article Topics

Twelve general topics are listed and suggested approaches to take as you develop your analysis are described.

Appendix C - The SQ3R Reading Process

A highly recommended method of studying is described to provide guidance for reading books and the preparation of book reports.

Appendix D - Reference Citation Using the APA Format

Sample citations for articles, books, and ERIC documents.

Appendix E - Report Writing Tips

Page one describes what to do; page two describes what to do but not how to do it.

Appendix F - Sample Article Reports

Four sample article reports are shown to illustrate the two-page format and to provide examples of how to approach the Personal Reaction. A number of mistakes are illustrated.

Appendix G - Sample Book Review

An A-quality book review is illustrated. Unlike article reports, book reviews use a cover sheet, as do book reports.

Appendix H - Sample Activities Log Entries

Illustrations of how to record your time and activities in the log.

Appendix A

Sample Contract-1

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INDEPENDENT STUDY
VARIABLE CREDIT CONTRACT

Student Dan Neck SSN 453-28-1492 Cycle IX

Course VES 490 and VES 398 Semester/Year Spring 1982

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments
VES 490 - 2 credits		
Book report - 1 cr. (program evaluation)	15 March	A+ 30 excellent pages w summary. you understand
Book report - 1 cr. (instructor evaluation)	15 April	A+
VES 398 - 3 credits		
Literature review on competency-based teacher education, write chapters 1 and 2	10 February	good.
Develop questionaire for administration to tech school faculty and administration	20 February	Too short - added questions - ok.
Administer questionaire	1 March	?
Write chapters 3-5, approximately 30 pages total	1 April	excellent work.
Submit completed research report	10 April	very good overall. redo for typos & format.

Credit Hours Contracted for five Planned Completion Date 10 April

Student's Signature Daniel M Neck Date ~~4-5-82~~ 5 January

Approved by Instructor H. Olly Smith Date 1-5-82

Instructor's Comments An exceptional job. Keep report as a sample. Recommend grad school after BS.

Final Grade A+

White copy—Instructor Pink copy—Student

Appendix A

Sample Contract-2

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INDEPENDENT STUDY
VARIABLE CREDIT CONTRACT

Student Scott Bowers SSN 556-04-2219 Cycle XXI

Course VES 398 and VES 490 Semester/Year Summer 1982

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments
VES 398 - one credit		
Annotated literature review on microcomputers in education and training, approximately ~~80~~ 70 sources; bibliography format.	15 July 1982	Comments are Well done - ~~B+~~ (A-) retyped & improved format
VES 490 - four credits		
Article review - 1/2 credit (CAI)	1 June	~~B+~~ B (redone)
Article review - 1/2 credit (programmed instruction)	20 June	B
Article review - 1/2 credit (individ. instruction)	30 June	A-
Book review - 1/2 credit (training in bus & ind)	21 July	C+ Too much unneeded language - Not well thought out -
Book report - 1 credit (individualized instruction)	10 August	
ERIC document review - 1/2 credit (any topic)	~~25~~ 20 August	A - good job - late - A equivalent
ERIC document review - 1/2 credit (any topic)	~~28~~ 25 August	

Credit Hours Contracted for 398-1 490-4 Planned Completion Date 18 August 1982

Student's Signature Scott Bowers Date 7/15/82

Approved by Instructor HI Standard Date 5-20-82

Instructor's Comments Very fine effort Much improved over last semester

Final Grade (A-)

White copy—Instructor Pink copy—Student

Appendix A

Sample Contract-3

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INDEPENDENT STUDY
VARIABLE CREDIT CONTRACT

Student Allen Altus SSN 474 34 5227 Cycle XIX

Course VES 490 & VES 398 Semester/Year Fall 1982

I agree to conduct, to the best of my abilities, independent studies research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments
VES 490 (3 credits)		
Book report (1 credit)	21 Sep 82	✓ B+ Too short a Term
Article report (1/2 credit)	5 Oct 82	A+ - excellent
Article report (1/s credit)	20 Oct 82	B - lots of typos.
ERIC report (1 credit)	18 Nov 82	C - OK but clearly a gimmick
VES 398 (2 credits)		
Literature review on local advisory councils for vocational education	1 Nov 82	good review
Develop questionaire on use of LACs	15 Nov 82	Too short - hard to add your own.
Administer questionaire to 10 instructors	30 Nov 82	=
Write report - approximately 20 pages	10 Dec 82	A writing - C data

Credit Hours Contracted for 5 Planned Completion Date 10 Dec 82

Student's Signature Allen Altus Date 22 August 1982

Approved by Instructor Larry Martin Date 22 August 82

Instructor's Comments Reviews were good overall -- questionaire didn't reflect what you read - data analysis - writing improved a lot Final Grade B-

White copy—Instructor Pink copy—Student

Appendix B

Suggested Article Topics

Adult Education

The article could deal with one or more of the following: what adult education is, why we need it, types of programs offered, philosophies which underlie various types of adult education, new developments, or arguments pro and con about adult education.

Your personal reaction should be an opinion, based on logic rather than emotion. You may have to read a chapter in a book on adult education to understand the article and form an intelligent opinion.

Career Education

The article could deal with one or more of the following: what career education is, why we need it, the historical basis of it, types of programs available, the philosophical basis of it, pros and cons about it, or the content and process.

Your personal reaction should be your opinion of the logic of the argument or program being described, the usefulness of the program, the potential, etc. You may have to read a chapter or two of one of the books about career education to deal with the article and formulate opinions about it.

Education-Work Relationships

The article could show a relationship between educational programs and courses of study and status or opportunities (social, financial, etc.) in the work force. Do not confuse with work-study programs or school industry relationship.

Your personal reaction should consider the input of the relationship in your career field. Does the relationship provide articulation for the school to work transition?

Experiential Education

The article could describe one of the various forms of experiential education which are used in higher education, government, business and/or industry: apprenticeship, internship, cooperative education, work-study, on-the-job training, vestibule training, and others.

Your personal reaction should include your judgement of the quality of the described program and your opinion about the value of such a program in other locations and purposes.

Federal Training Program

The article could describe a new or current federal training program, such as one of the Comprehensive Education and Training Act (CETA) programs.

Your personal reaction should address such aspects as: the desireability of federal versus private involvement, your assessment of the potential of the described program, your feelings about being employed as an instructor in such a program, and/or your personal, logical arguments for or against the type of program described.

Future Trends in Vocational Education

The article could describe a trend which is developing in programs, techniques, funding, service areas (business and office education, trade and industrial education, health occupations, etc.), philosophy of vocational education, administration, and so forth.

Your personal reaction should describe your opinion of the accuracy of the author's assessment, the probable affects of the trend, and your attitude pro or con, towards it.

Human Resource Development

Your article could describe ways management in public or private worksites provide employees with opportunities in career development, retraining, participation in decision making, etc.

Your personal reaction should assess the contensions of the author and provide argument pro or con toward potential benefits for management and employees.

Innovative Vocational Education Programs

The article could describe a new program which uses technology to achieve better results than do conventional programs. The technology might involve software, hardware, computers, the systems approach, individualized instruction, or any of the many other new developments in training and education.

Your personal reaction should include thoughts regarding the possible applications of such processes to courses which you have attended or taught, the difficulties of developing and implementing such programs, the various benefits of this type of program, and so forth. Address the other side of the question if you think the program is faulty, worthless, or costs more than it will be worth. Tell what is wrong and explain.

Microcomputers in Education

The article could describe instructional techniques in which a microcomputer is used to present or manage instructional materials and activities. This can be course or in-service activities.

Your personal reaction should address the feasibility of the use of microcomputers and your assessment of the particular technique.

Psychology of Learning

The article could describe research or applications of psychological principles in the learning process, in motivation students, in evaluation or in specific instructional situations.

Your personal reaction should consider other applications of the process described, your opinion of its significance in teaching, and so forth. You might want to check out the principle in an educational psychology text to fully understand its basis. For instance, if an article explains a new program which uses behavioral modification techniques, you should probably also read about behavioral modification in a book.

Special Needs Programs

The article could describe a program which was designed to meet the educational or training needs of people who do not learn well in traditional public school settings.

Your personal reaction should discuss the logic and rationale of the program, the program's potential, your opinion of its value, and a prediction of its success.

Vocational Education Legislation

The article could describe one or more bills or recent laws which would or already effect vocational education.

Your personal reaction should describe your opinion about one or more of the following: the potential harm or benefits which result, the bias of the article (does the author have an axe to grind?), the relative importance of the legislation, and so forth.

Appendix C

The SQ3R Reading Process

Class reading assignments need purpose and structure so that you will have: (1) a plan of organization, (2) questions that need to be asked and answered, and (3) a response to what you have read. Only through practice and effort will you be able to master the SQ3R process, not by means of memorization. Use this process whenever you read a text.

S - SURVEY - Here is where you skim or survey the material. It means looking over the whole assignment before you actually start to read it.

1. Check the title first to get an idea of what the material is about.
2. Note the beginning and end to get a notion of how much material the author uses to get across the ideas.
3. Pay attention to headings and subheadings. They can help you get an over-all picture of the author's plan.
4. Look at charts, pictures, graphs, and other illustrative material. Check the captions under each. There can also help give you clues to the over-all plan.
5. Quickly read any headnotes, introductory paragraphs, and summary section. They can give you a better overview.

Q - QUESTION - This is the crucial stage in personalizing the assignment, making it really yours. On a separate sheet of paper, jot down the questions that you, personnally, want answered. What might the author be able to tell you about the topic that you don't already know? What are you curious about here? Sometimes, turning the headings and subheadings into questions helps.

R - READ - Now you are ready to actually read the assignment.

1. Read the introductory paragraphs rather carefully.
2. Add to your personal list of questions if you need to.
3. Skim the less important points.
4. Add difficult words to your question sheet so that you can verify the meanings later.
5. Keep asking yourself: What is the author's main purpose in writing the material?

R - REVIEW - After you have completed the reading, try to remember each section. What was the author's main purpose? What were the chief points? What was the over-all plan? Try to keep the key points in mind.

R - RECITE - One of the best ways of understanding anything is to tell it to someone else in your own words. At this final stage, "tell" your answers to the questions, either to yourself in writing or to another student in conversation. Making a synopsis or summary (which includes answers to your questions) is also a powerful learning method.

Appendix D

Reference Citation Using the APA Format

Reference for Articles	Examples
one author	Phillips, S. B. Career exploration in adulthood. Journal of Vocational Behavior, 1982, 20, 129-140. (Only the first word of the title is capitalized and the volume number is underlined.)
two authors, pages begin with each issue	King, M., & Breuder, R. L. Institutional goals in planning. Community and Junior College Journal, December 1976-January 1977, 47 (4), 8-13. (If each issue of a journal starts with page 1, include the issue number in parenthesis after the volume number.)
no author	It's time for change for vocational education. Vocational Education Journal, February 1977, 52 (2), 23-26. (If there is no author, begin the entry with the title of the work and alphabetize according to the first significant word of the title.)
subtitle, Jr. in name	Dugger, W. E., Jr. The standard for industrial arts programs project: An overview. Journal of Industrial Teacher Education, 1980, 18 (1), 5-13. (Capitalize the first word of the subtitle.)
magazine article, discontinuous pages	Gaston, S. J. How to buy audiovisual hardware. School Shop, January 1977, pp. 23-24; 61. (Even though magazines carry volume numbers, identify them by issue date. If an article is split, give all page numbers, showing the split with a semi-colon. When the volume number is not given, use "pp." before the page numbers.)
magazine article, secondary source, three authors	Johnson, D. W., Johnson, F. P., & Johnson, R. T. Promoting constructive conflict. Notre Dame Journal of Education, VII, (Summer 1976), 163-67. (The Education Digest, November 1976, pp. 46-48.) (Put a parenthesis around the source of the secondary article, which is the article you read. It simply reproduced the first article for greater readership.)

Reference for Books and ERIC Documents	Examples
two authors, 2nd edition	Etzioni, E. & Etzioni, A. Social Change: Sources, patterns, and consequences. (2nd ed.). New York: Basic Books, 1973. (If the place of publication is a well-known city, do not give the state, otherwise abbreviate state. Give the publishers name in as brief a form as intelligible. Capitalize the first word of the title and the first word of the subtitle.)
no author, revised edition	History. (Rev. ed.). Boston: Houghton Mifflin, 1934. (If there is no author, begin the entry with the title or the work and alphabetize according to the first significant word of the title.)
one volume of a multivolume work	Davis, L & Cherns, A. B. The quality of working life. (Vol. 1). New York: Free Press, 1975.
edited book two editors	Kerr, C. & Rosow, J. M. (eds.). Work in America: The decade ahead. New York: Van Nostrad Reinhold, 1979. (Use ed. for one editor.)
government publication available from the Government Printing Office (GPO)	Hoyt, K. B. Implementation issues in k-12 career education. (Monographs on Career Education, U.S. Dept. of Education.) Washington D. C.: U.S. Government Printing Office, 1980. (Insert the number of the monograph and the publication number if available.)
ERIC document, report published by a university	Mushkin, S. and Nollen, S. (eds.) Transition from school to work: An inter-country study. Washington, D. C.: Georgetown University, 1978 (ED 178 734) (Add ED number to indicate that ERIC was the source.)
ERIC document, curriculum materials	Williams, M. J. (ed.). A curriculum guide for industrial arts in the elementary school. New Britian, Connecticut: Central Connecticut State College, 1977 (ED 176 003)

Appendix E

Report Writing Tips

To many people, writing is a difficult task--usually because they do not know the rules of the craft. Your problem, in attempting to write a report is: Can you say what you really mean, and can you make that meaning clear to your reader? There are no easy rules, no short cuts to resolving this problem. Every writer has to decide first what he wants to write, and second how he wants to write it. Having written it, he has to stand off and look at the results of his labor from the point of view of the reader. Does his writing have immediate clarity? A sense of direction and purpose? If not, he has not succeeded in writing his report.

Here are some useful principles for your guidance.

1. Decide definitely what you are going to write about.

2. Make a rough but full list of ideas, assertions, facts, and illustrations which may have bearing on your subject. This will be like an outline.

3. Frame a statement which contains the gist of what you want to say about your subject.

4. Sort out the items in your rough outline, putting all ideas together that belong together and eliminating those that seem irrelevant or unsupportable.

5. After these preliminaries, begin to write without interruption for some time. In writing the first draft, leave every other line blank. This provides room to edit on the first draft. Do not allow problems of wording or phrasing to slow you down.

6. When the first draft is finished, go back over your paper and polish words, sentences and paragraphs. Check the ending of your report to make sure it gives the impression of completeness and finality.

7. Try to use a concrete instance, illustration, anecdote or example for a good beginning.

8. After the second draft, allow your paper to get cold for a few days before making final revisions. Most good writers rewrite reports several times.

9. Go over each sentence to ensure that verbs and subjects agree, punctuation is correct, all of the sentences in a paragraph are in parallel agreement, and so forth.

10. The most important thing in writing is the use of language. Your language should be direct, simple, brief, vigorous and lucid. Keep a dictionary handy during the rewrite phase.

18 RULES FOR GOOD RITING

Each pronoun agrees with their antecedent.

Just between you and I, case is important.

Verbs has to agree with their subjects.

Watch out for irregular verbs which has cropped into our language.

Don't use no double negatives.

A writer mustn't shift your point of view.

When dangling, don't use participles.

Join clauses good, like a conjunction should.

Don't use a run-on sentence you got to punctuate it.

About sentence fragments.

In letters themes reports articles and stuff like that we use commas to keep a string of items apart.

Don't use commas, which aren't necessary.

It's important to use apostrophe's right.

Don't abbrev.

Check to see if you any words out.

In my opinion I think that an author when he is writing shouldn't get into the habit of making use of too many unnecessary words that he does not really need.

And, of course, there's that old one: Never use a preposition to end a sentence with.

Last but not least, lay off cliches.

Anon

Appendix F

Sample Article Report-1

Henry Norton A+ Excellent! 17 July 1978

SPECIAL NEEDS PROGRAM

Source: Becker, L. Slow learners speed up. Manpower. July 1977, 7(7), 26.

Summary

The author explains a program currently being used in New York to assist slow learners who have experienced difficulty within the traditional classroom setting. He examines the increased learning which takes place, as well as the behavioral changes which result from the academic success, increased enthusiasm, and pleasure derived from ability to handle work and responsibility.

The students observed in the program were high school sophomores who, for a variety of reasons, were unable to keep pace with their contemporaries. They, therefore, had been placed in segregated classes in the public school system. According to Mr. Becker, this had done very little to create a feeling of independence. On the contrary, it had resulted in a lack of self-confidence.

The new work/study program at the Brooklyn Bureau of Community Service aids the slow learner in developing a self-image as a potentially productive person. Situations and experiences are designed with maximum opportunity for successful performance; these successes are accomplished within the world of work.

The behavioral changes resulting from success in the learning and work roles is significant. Achievement and successful performance are reinforced by staff members and other students, thus having a positive effect on the student's approach to future tasks. Recognized achievements within this program have led to expression of previously unfelt feelings of self-confidence, hope and optimism.

Personal Reaction

Mr. Becker's article focuses on an area of education which requires immediate attention by parents and teachers alike. This program should be considered for implementation in all school systems.

It is well known that very little progress is made by the "slow learner" when traditional methods of classroom instruction are used. If the student were able to succeed in a normal classroom environment, he or she would not be considered a "slow learner."

Most school systems handle slow learners by placing them together in one classroom with one or two teachers who, in most cases, lack the knowledge, teaching tools, and facilities required to properly educate these students. Because of the sheer numbers involved, many teachers perform little more than a "babysitting" function.

In my opinion, New York's program is the best concept developed to date. Slow learners are moved out of the classroom into the "real world" so that the teacher can determine possible levels of success in learning and working. While it is true that learning for these students is slower and requires extra help and emotional support, it is also true that learning can take place and training delivered for filling jobs in all walks of life. To accomplish this, however, time and effort must be devoted.

Although this is a new program, it has proven to be successful in helping slow learners become productive members of society. The key to the program's success is that teachers "know" and "care" about the students. The reinforcement provided and the designed success factors improve greatly the self-confidence of students and results in increased independence and self-help.

Appendix F

Sample Article Report-2

George Scott B+ 15 august 1977

VOCATIONAL EDUCATION LEGISLATION

Source: Phelps, L., & Holloran, W. Assurance for handicapped learners. American Vocational Journal, November 1976, 51 (8), 36-37.

Summary

The authors of this article conclude that Public Law 94-142 which deals in its entirety with education for all handicapped youth will have a far reaching impact on vocational education. They further state that the law will require the development of new programs to fully meet the educational needs of the handicapped. They ~~cite~~ describe the implications for both instructional and administrative personnel in the program.

The most difficult task, according to the authors, is going to be developing programs ~~that~~ which are varied enough to meet the needs of different levels of handicapped students. The law requires that this training be done in the least restrictive environment possible. It strongly suggests that tests be geared to a particular student. If a reading disability exists, a performance test instead of a pencil-and-paper test should be used.

The implementation of this type of education is going to be very costly to local educational agencies in the beginning year. They can however receive federal funds if they provide the required services. Vocational education can play a large role in this program if they will commit themselves to this much needed program.

who are "they"?

overall, this is a very nice paper - clean up the glitches & typos & resubmit

Personal Reaction

The authors of this article have, in a few short words, opened my eyes to an area of vocational education ~~that~~ which just may become my life's work.

In my opinion this is the most humane piece of legislation that has been passed in recent history. We have never before attempted to devise a program to educate (attain stated objectives) for the majority of the handicapped youth in this country.

The protections and assurances provided by law to the handicapped learners and their parents will be a key factor in getting more parents to enroll their children in ~~this~~ vocational program. Another big plus is the fact that special classes or schools will only be used in those cases where regular classes prove to be ineffectual.

I believe that vocational education programs are going to be the mainstay of the entire program. It is only in this area that we will be able to design programs of instruction that will give these students viable and achievable goals that will serve them the rest of their lives. Just think what you will have accomplished if you could be able to help just one handicapped, nonemployable youth become a self-supporting member of society. I can think of no greater challenge for any teacher than to work with students in this area. — who are handicapped?

Whereas ~~While~~ the initial costs of designing and implementing this program is going to be very costly, it will be cost-effective in the long run. Studies prove that most handicapped learners can be taught certain skills and become employable except in the most severe cases. The question now is, how many of us are going to get involved?

Appendix F

Sample Article Report-3

Allan A. Altus B- June 19, 1978

CAREER EDUCATION

Source: Kroll, A.M., Career education's impact on employability and unemployment: expectations and realities. The Vocational Guidance Quarterly, March 1976, 24 (3), 209-218.

Summary: too wordy

~~This article is written by~~ Arthur M. Droll, ~~who is~~ Director, Guidance Programs, Educational Testing Service, Princeton, New Jersey. ~~The author~~ maintains that despite assertions to the contrary, unemployment is a complex politicoeconomic phenomenon with causes that include and go far beyond simple educational insufficiency.

Although many of the goals of Career Education are worthwhile, school counselors should remain aware of the fact that, in a free enterprise system in which unemployment is an unfortunate but realistic byproduct, young workers do not have complete control over their employability. It is true that while the more education people possess the more likely they are to hold a better job, to have higher lifetime earnings, and to avoid unemployment, it is less certain that education is the causal factor. Some have hypothesized that a form of natural selection occurs in that further education has been pursued by those people who possess greater native intelligence, stronger motivation, and better access to job contacts. Others suggest that employers have used education as an employment characteristic not because of its inherent merit but because its completion reveals persistence, discipline, and other desired characteristics.

margin should be larger

Kroll maintains; "...certainly employability is directly related to preparedness for work and other personal attributes. However, assuring employability is no insurance against unemployment. Career education, or any other kind of education, cannot assure a job for everyone if the major factors have their origins in factors other than inadequate or inappropriate education."

good job

Margin

Personal Reaction

I find this article to be sound in theory and presentation. Mr. Kroll has presented his assumptions in a manner that identify the limitations as well as the attributes of Career Education's impact on unemployment.

By identifying the limitations, it is possible to adequately define Career Education in terms of realistic goals and objectives. In many cases, Career Education has been marketed under the pretext of a "cure-all" for unemployment. I contend that these false assumptions foster false expectations upon the students concerned with Career Education, and disenchantment experienced by our underemployed youth and adults.

I maintain that Mr. Kroll's article does not serve as a damnation for Career Education, but rather, an invitation to counselors to present in a realistic manner, Career Education's goals and objectives to the students. School counselors should be well aware of the various causes of unemployment and should not communicate to students that skill attainment will provide an absolute guarantee against unemployment. A realistic outcome of an effective Career Education program should provide students with an accurate picture of the workings of the American politicoeconomic system and the nature of unemployment in it. Too many students do not have an adequate perception of what to expect from work or what work will require of them. Perhaps counselors can help dispel some of students' unrealistic expectations about work, thus avoiding some of their frustration and disappointment with their first jobs. To do this, counselors must have an adequate understanding of labor markets and workpower utilization in the American economy. Then they will be able to sort out realistic from unrealistic goals and objectives in their Career Education programs.

Appendix F

Sample Article Report-4

C+

Fred March 22 July 1978

FEDERAL TRAINING PROGRAM

Source: Stevenson, G. Sponsors were primed for new public jobs. Worklife, July 1977, 2 (7), 9-12.

Summary

The author of this article concludes that the Work Incentive (WIN) and Work Experience (WET) ? programs are doing an excellent job of reducing both the unemployment and welfare rolls throughout the country. She cites the planning and coordination involved at all levels as the main reason for the initial success of these programs.

Basically, these programs are designed to help people who are not eligible for other types of aid. Another plus for the program is that they encourage welfare recipients to learn a trade and become self-supporting. Public service projects, according to Ms. Stevenson, is an area that one large city has devoted most of ~~their~~ its efforts concerning both programs.

One of the problems ~~that~~ which has caused a few "snags" in the program, says the author, is that a few people who are hired will later, during verification, be found ineligible for the program. Better initial checks will prevent most of this from occuring in the future. As with any new program there are going to be a few problems/--~~They~~ no space There can be worked out. It is clearly better than anything we had before.

Keep it parallel

which one?

using word identifying it?

your summary seems too brief - I think you missed the essence of the article. Since this is your second try at this, you can't resubmit. Try to be more complete and check for typos + grammar before submitting to me. (This is your first report - it gets easier)

Personal Reaction

Ms. Stevenson's article deals with two programs which prove that a Federal program will work if the local level of government is involved in the major planning and operation during all phases of the program.

We have needed a program in this country for many years ~~that~~ which would assist people on welfare to become productive, self-supporting members of society. I think that we have found it in the Work Incentive (WIN) Program. Simply stated, this program gives people on welfare an incentive to work and gives employers an incentive to hire them.

It just so happens that I have an individual on the WIN program working within my branch. This person has openly stated to me that, "If I could draw my check without working I would not be here." I have no figures on how widespread this concept of work is in our country, but I have an idea that the percentage is high. To a program ~~that~~ which forces "able-bodied" persons to help themselves -- I say "hooray."

Governmental and non-profit employers are providing a very valuable training base for the WIN activity. Not only is a basic skill learning process available, but simple association can go a long way in changing attitudes about the "work ethic."

I ~~would~~ hope that the program ~~could~~ can be expanded to include an educational program of some sort where it is needed. On the average, most of these people are at the bottom of the educational ladder and I am sure that a good basic educational program could do much to improve the available skills that are being learned on the job.

This program has the potential to help all of us. The present economic conditions demand that we do everything in our power to lessen the tax burden wherever possible. WIN, if continues, should give us a "giant" step in that direction.

Appendix G

Sample Book Review

CURRICULUM DEVELOPMENT IN

VOCATIONAL AND TECHNICAL EDUCATION

by
Allen Altus

A Book Review
Submitted in Partial Fulfillment of
VES 490, Readings

Department of Vocational Education Studies
College of Education
Southern Illinois University at Carbondale
October 1982

Finch, C. & Crinkilton, J. Curriculum Development in Vocational and Technical Education. Boston: Allyn and Bacon, 1979.

Purpose

This book is especially welcome in teacher education departments which serve pre-service and/or inservice teachers across the occupational spectrum. The authors are quite right when they claim it fills "an obvious void in the professional . . . literature." Curriculum planning for college preparatory and general education aside, there have been three kinds of curriculum texts for pre-service and inservice vocational teacher education. (1) The oldest kind is books which deal exclusively with a service area, e.g., business and office education, industrial arts. (2) Another kind is books which deal with how to plan, teach, and evaluate a course, use industrial examples, and claim to be generalizable to all occupational areas. (3) During the last ten years a new kind emerged. There are now several course design texts which use systems approaches and deal with task analysis, behavioral objectives, individualized instruction, and evaluation of student performance. All three kinds are limited. They deal either with programs in a service area or at only the course level, relying on the authors' one method for deriving content.

The Finch and Crunkilton book is a fourth kind. It deals with program planning, development, implementation and evaluation and does not entail course design procedures. It is appropriate to all areas of vocational education. It is written from the larger point of view, i.e., the point of view of curriculum builders, administrators, and teachers who focus on programs as contrasted to separate courses.

It describes the state of the art. Approaches to and techniques for deriving and organizing content are explained within the context of program development. In this regard it is a singular book.

1

Scope

The organization of the book is sound logically and psychologically. A scan of the table of contents enables the reader to understand where the book is going.

Section I, Planning the Curriculum, has three strong chapters. The first is a very thorough treatment of decision making vis-a-vis curriculum. Treatment is unbiased and shows clearly the decision making model which supports what follows. The second and third chapters deal with collecting and assessing school-related and community-related data relevant to curriculum. This is one of the few places where these procedures are presented in proper order and in language young teachers can manage.

Section II, Establishing Curriculum Content, also has three chapters. The first describes factors, strategies, and techniques for determining content. Approaches such as task analysis are shown in perspectives which all too few curriculum specialists have appreciated. The second introduces a number of constraints which impringe on curricular decisions. No one who reads this chapter will fell comfortable developing curriculum in a vaccuum. The third puts forth matters concerning national and local goals and objectives in terms which even laypersons could understand. Keen advisory committee members might well be expected to read this chapter and then evaluate/restructure a school's total, vocational, and individual program goals and objectives.

Section III, Implementing the Curriculum, has four chapters. The first outlines procedures for identifying and selecting curriculum materials. The second outlines procedures for determining what curriculum materials to develop, managing their development and disseminating them. The third outlines procedures for developing modules for individualized, competency-based learning. The fourth outlines procedures for evaluating programs/curricula and curriculum materials and for utilizing results.

Criticisms

One general and several minor negative criticisms seem appropriate. At the sentence level, the language is very ofter wordy, lacking of punch, and far from crisp. There are a great many redundant words and some unnecessary clauses and phrases, e.g., vocational technical education twice in one sentence. Some sentences fail to satisfy even the most tolerant rules re structure and sequence. A few mistakes, such as the term uniqueness (Unique is not a matter of degree.) could be forgiven. But, the book shows again that even major publishing houses pay little attention to professional or "prestige" books. Damn them, they could have an editor work through such manuscripts, doing simple grammatical and rhetorical tidying. A book which treats matters such as reading ease should be a better example of English prose. The authors deserve high praise for consistently using the proper plural curricula. It goes down a lot easier than does curriculums.

Like the other three kinds of books, this book seems to be written for secondary school people. Community college and private sector people will have trouble relating to much of it. This is a subtle matter of tone set by such things as examples and consistent use of the term "school." This is not to say that other than school people cannot benefit. Knowing sensitivities of post-secondary people, the authors should have spoken directly to them from time-to-time.

Advisory counsels, professional associations, licensing agencies, and state education agencies are mentioned. But, their roles in vocational curriculum development, program conduct, and evaluation seem slighted. Had they been treated at greater length, the three sections might better have been four giving section status to Evaluating the Curriculum.

Use

Students of vocational education should begin study of curriculum with this book. There is great advantage to the global view. Teachers, text editors, and others should not use specialized techniques without knowing the larger principles which this book provides. Course design and topics treated in the three other kinds of books should be left to a later or parallel experience. Course building is another matter. Hopefully the authors will deal with it in another book. This book does not compete with curriculum development books extant or in the works. It puts them in perspectives which help all who work on curriculum projects large or small understand their work.

Appendix H

Sample Activities Log Entries

VES 490 - ACTIVITIES LOG

Dates	Work Performed	Time Spent
1-10	Made up Readings schedule & contract	1.5 hours
1-11	Went over schedule & contract w/ Dr. Markley	.7
1-14	Library search to locate an article - NO LUCK	1.2
1-17	Used CIJE - found 3 articles in AVA journal - copied.	2.1
1-18	Read articles - roughed out an analysis on 1	2.7
1-23	Went to library to second article - skimmed 3 years issues of Ed Tech. Found (2) good ones. Xeroxed them.	1.8
1-25	Wrote analysis & reaction to 2nd Article -	2.8
1-26	Submitted 2nd Article.	.5
1-30	Got a (C) graded. Discussed writing w/ Dr. Markley	.8
2-2	Rewrote 2nd Article	1.2
2-6	Rewrote 2nd Article again	2.2
2-8	Rewrote again.	

(continued on the second page...)

	Submitted ERIC review of curriculum materials	.3
3-18	Wrote ERIC report on Apprenticeship manual	2.1
3-22	Wrote " " " " "	3.1
3-26	Typed ERIC report.	2.2
3-29	Submitted 2nd ERIC report.	.6
4-1	Got ERIC report back (1st report) Discussed.	.8
4-6	Rewrote 1st ERIC report. Retyped.	3.1
4-7	Resubmitted first ERIC report.	.2
4-9	Discussed 2nd ERIC report & lesson report w/ Dr. Markley. Will go for a B grade.	.6

Date Completed/Submitted: April 19, 1982 | Signature: Allen A. Altus

VES 490 - ACTIVITIES LOG

Dates	Work Performed	Time Spent

Date Completed/Submitted:	Signature:

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INDEPENDENT STUDY VARIABLE CREDIT CONTRACT

Student _____ SSN _____ Cycle _____

Course _____ Semester/Year _____

I agree to conduct, to the best of my abilities, independent studies/research as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Studies and the College of Education. I shall maintain a log of activities associated with my study.

Activities and projects to be completed	Review dates	Instructor comments

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

White copy—Instructor

Pink copy—Student